



Latest Reviewed Date: 28th September 2017

School Development Plan, September 2017

for

Coleridge Primary School

It takes a community to raise a child

**Head of School: Miss S Robinson
Deputy Headteacher: Mrs E Moses**

Chair of Governors: Mr R Griffiths

Ofsted Summary & Recommendations

Overall Effectiveness - Good

Based on the School Inspection report for July 2017, this is a good school.

- Despite the high turnover of staff, the new head of school, ably supported by senior leaders, has set crystal clear expectations for staff and pupils. Leaders have addressed previous inspection issues.
- Leaders have been successful in galvanising staff to share high aspirations for pupils' achievement. Overall, teaching and pupils' outcomes are now good.
- Skilled governors have an in-depth understanding of the school. They, along with the trust, challenge leaders robustly.
- Teachers plan interesting activities that engage and motivate pupils.
- Pupils are well behaved, polite and keen to learn. As a result, lessons flow smoothly and time is used well.
- Leaders, including middle leaders, use a broad range of information to check the quality of teaching astutely. They are uncompromising in raising standards across the school.
- Attendance is above average and pupils enjoy school, especially the broad range of activities on offer.
- Overall, disadvantaged pupils make good progress. The funding is used effectively to enable pupils to make accelerated progress in most year groups. Disadvantaged pupils in key stage 1 outperform their peers.
- The arrangements for safeguarding are effective. As a consequence, pupils feel safe and secure in school.
- Pupils use and apply their spelling well in English. However, spelling inaccuracies in other subjects are not addressed sufficiently well.
- While reading is promoted across the school, standards are not as high as they could be, especially by the end of key stage 2.
- Provision in the early years requires improvement. Adults' expectations are not high enough. As a result, opportunities are missed to challenge the most able children.

Plan for 'Getting to Outstanding'

Addressing the issues outlined by Ofsted is the key priority for Governors, leaders and teachers. We are aware of our responsibility to ensure that all children receive the highest quality education during their time with us and that they achieve 'their true potential', leaving Year 6 secondary-ready. The actions in the SDP, and more specifically the ones linked to the Ofsted recommendations (**highlighted**), and those highlighted in RAISE Online (**highlighted**) direct school leaders to drive school improvements. All stakeholders are committed to achieving an overall 'Outstanding' judgement at our next Ofsted inspection (expected July 2020).

Ofsted Recommendations July 2017

Improve the quality of teaching even further, by:

- ensuring that pupils are well supported to achieve higher standards in reading
- providing more challenging reading books to increase pupils' knowledge of a broad
- range of authors

- insisting accurate spelling is promoted across all subjects, as it is in English.

Improve provision and outcomes in the early years by making sure that:

- assessments made of children's progress lead to clear next steps in learning
- expectations are high so that the most able are challenged appropriately to make stronger progress
- adults take more opportunities to promote language and writing skills well.

We will continuously monitor our progress against the objectives set out in this action plan and measure our progress with the following 'Red, Amber, Green' (RAG) ratings.

	objective has not been met and requires attention
	objective is on schedule to be met but requires ongoing monitoring
	objective has been met by the deadline and the impact of this can be clearly demonstrated

Current APS and percentages at age related expectation & above, with targets.

Current Y6	Actual Sum 2 2017 EXS +	Actual Oct 2017 Age Rel +	Actual Dec 2017 Age Rel +	Actual Feb 2017 Age Rel+	Actual March 2018 Age Rel+	Actual June 2018 Age Rel +	Target June 2018
Reading	41% (27.06)						
Writing	26% (26.35)						
Maths	37% (27.6)						
EGPS	37% (27.02)						
R, W & M	22% (27)						
Current Y5	Actual Sum 2 2017 EXS +	Actual Oct 2017 Age Rel +	Actual Dec 2017 Age Rel +	Actual Feb 2017 Age Rel+	Actual March 2018 Age Rel+	Actual June 2018 Age Rel +	Target June 2018
Reading	46% (24.27)						
Writing	65% (24.13)						
Maths	73% (24.77)						
EGPS	68% (23.1)						
R, W & M	42% (24.39)						
Current Y4	Actual Sum 2 2017 EXS +	Actual Oct 2017 Age Rel +	Actual Dec 2017 Age Rel +	Actual Feb 2017 Age Rel+	Actual March 2018 Age Rel+	Actual June 2018 Age Rel +	Target June 2018
Reading	56% (21.43)						
Writing	59% (21.28)						
Maths	67% (22.04)						
EGPS	56% (20.93)						
R, W & M	56% (21.58)						
Current Y3	Actual Sum 2 2017 EXS +	Actual Oct 2017 Age Rel +	Actual Dec 2017 Age Rel +	Actual Feb 2017 Age Rel+	Actual March 2018 Age Rel+	Actual June 2018 Age Rel +	Target June 2018
Reading	67% (19.08)						
Writing	75% (19.02)						
Maths	75% (19.27)						
EGPS	73% (17.98)						
R, W & M	67% (19.12)						
Current Y2	Actual Sum 2 2017 EXS +	Actual Oct 2017 Age Rel +	Actual Dec 2017 Age Rel +	Actual Feb 2017 Age Rel+	Actual March 2018 Age Rel+	Actual June 2018 Age Rel +	Target June 2018

Reading	38% (14.92)						
Writing	38% (15.17)						
Maths	42% (15.46)						
EGPS	77% (17)	77% based on 13 chn; 10 at ARE+, 3 below. 11 chn not accessing EGPS					
R, W & M	29% (15.18)						
Current Y1	Actual Sum 2 2017 EXS +	Actual Oct 2017 Age Rel +	Actual Dec 2017 Age Rel +	Actual Feb 2017 Age Rel+	Actual March 2018 Age Rel+	Actual June 2018 Age Rel +	Target June 2018
Reading							
Writing							
Maths							
Phonics							
R,W &M							

Current Reception	Actual Oct 2017 30-50 S	Actual Dec 2017 30-50 S	Actual Oct 2017 40-60 S	Actual Dec 2017 40-60 S	Target June 2018 40-60 S	Actual Jun 2018 ELG	Target June 2018 ELG	
All C&L								
ALL PD								
ALL PSE								
Reading								
Writing								
Maths no.								
Current Nursery F1	Actual Oct 2017 22-36 S	Actual Dec 2017 22-36 S	Target June 2018 22-36 S	Actual Oct 2017 30-50 S	Actual Dec 2017 30-50 S	Target June 2018 30-50 S	Actual June 2018 40-60	Target June 2018 40-60 S
All C&L								
ALL PD								
ALL PSE								
Reading								
Writing								
Maths no.								

3 Year School Development Overview Plan							
Year 1 – 2017/18		Year 2 – 2018/19			Year 3 2019/20		
Oracy and Vocabulary <ul style="list-style-type: none"> • Novel Study • Reading • Vocabulary Matters • SSIF Bid Research and training • Ability Grouping 		Metacognition <ul style="list-style-type: none"> • ResearchEd trials (linked to Rosendale research project for EEF) 			Project Based Learning <ul style="list-style-type: none"> • Curriculum development to shape projects based around what our children need and pedagogical methods introduced through oracy and vocab work, as well as metacognition. 		
Ongoing Priorities for maintenance and development							
PE & Sports Raising attainment, including disadvantaged/others Leadership development Parental engagement High expectations Raising school's profile P4C QA							
2017-18							
Priority 1: Teaching, Learning and Assessment							
Improve the quality of teaching even further and ensure that quality of teaching, learning and assessment is outstanding across all key stages/subjects (Ofsted Outstanding Grade Descriptor)							
	Objective Supporting Actions	Lead Person	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)
1.1	SLT and staff to review the current curriculum to ensure that it successfully meets the needs of Coleridge children and impacts positively on their outcomes. <ul style="list-style-type: none"> - Regular SLT curriculum review meetings - Staff meetings 	SR/SP	January 2018 launch for Novel Study Foundation Subjects	Training: Novel Study, Metacognition, Language Development	Lesson observations, planning scrutinies, work scrutinies and questionnaires demonstrate that children are engaged in learning and that the	SLT / MY Regular meetings between MY and SR to	

	<ul style="list-style-type: none"> - Pupil/Staff/Parent voice to be sought re: key skills required - Involvement of school council - 7 strands: SMSC; communication & language; physical; literacy; mathematics; knowledge of the world, incl. science; creative. - Investment in language-rich children’s literature - Topics to be planned around literature with Novel Study approach - Oracy and vocabulary development focus - SSIF bid research - Timetable review 		Curriculum September 2018 Launch		<p>curriculum meets their needs.</p> <p>Monitoring informs Staff CPD and QA documentation shows that Novel Study impacts positively on the quality of teaching, learning and assessment in reading. This in turn supports raised outcomes in reading in 2018.</p>	<p>discuss outcomes of monitoring activities.</p> <p>Regular discussions at SLT to facilitate staff CPD.</p>	
1.2	<p>Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and <u>constantly demand more of pupils.</u></p> <ul style="list-style-type: none"> - Regular shared planning sessions for all staff with T&L Lead - Well-planned units are taught based on children’s needs and prior assessment - Support provided on how to incorporate more challenging reading books into planning to increase pupils’ knowledge of a broad range of authors - Guided reading to use a ‘Reciprocal Reading’ approach - Review of Maths Scheme of Work, Calculation Policy and assessment tool - Introduction of weekly timetabled Science lessons and summative science assessments - Language teaching to be supported by Clifton School - SEND pupils challenged appropriately – keen focus on high needs in Y1, Y2 and Y6. - Computing sessions to be externally provided, this requires investment in ICT 	LF	Ongoing From September 2017	<p>Leadership Time</p> <p>Staff meeting time</p> <p>QA release time</p>	<p>Lesson observations, planning scrutinies, work scrutinies and questionnaires demonstrate that children are engaged I learning and that the curriculum meets their needs.</p> <p>This in turns leads to a higher number of children achieving ARE by Summer 2018 in every subject, in every year group.</p>	<p>SLT</p> <p>See QA schedule</p>	

1.3	<p>Review the Marking and Feedback Policy to ensure that teachers provide incisive feedback to pupils about spelling across all subjects.</p> <ul style="list-style-type: none"> - Involvement of school council - SLT focus group established to review - Staff meeting to consult staff on the best way to do this across different key stages. 	SR	Autumn Term	<p>School council meeting</p> <p>Staff meeting for training</p>	<p>Book Scrutinies demonstrate that daily marking in English, Maths and Theme:</p> <ul style="list-style-type: none"> a) informs the pitch/ level of challenge of future learning b) provides formative feedback to address children's misconceptions c) provides additional challenge where necessary in order to move pupils' learning forward d) addresses GPS in all subjects 	<p>SLT</p> <p>Half termly Book Scrutiny - See QA Schedule</p>	
1.4	<p>To ensure that pupils are well supported to achieve higher standards in reading.</p> <ul style="list-style-type: none"> - investment in more challenging reading books to increase pupils' knowledge of a broad range of authors - ensure all classrooms have a good supply of suitably challenging home reading books - raise the profile of reading throughout school through staff and pupil book clubs, development of a library/gallery, classroom learning environments to be based on novels being studied - ensure adequate staffing to support the teaching of small-group, high-quality phonics at FS and KS1. - Weekly reading booster clubs for Y6 pupils - Parents' welcome meetings focussing heavily on reading - 1:1 reading provided for those children who do not read at home 	SP	Actions introduced from Sept 2017	<p>£££ - income generation</p> <p>CPD for novel study</p> <p>Staff meeting time</p> <p>Leadership time</p> <p>PPM meeting time</p>	<p>Data shows that both KS1 and KS2 outcomes for reading are raised by at least 10% in 2018.</p> <p>Minutes and docs from PPM meetings demonstrate good progress towards this throughout the year. These are backed up by assessments and QA outcomes.</p>	<p>SP</p> <p>Regular updates in SLT on outcomes of QA and monitoring.</p> <p>Outcomes of assessment throughout the year.</p> <p>2018 Outcomes.</p>	

	<ul style="list-style-type: none"> - Assemblies focussing on reading high quality texts to children for enjoyment - CPD on the teaching of reading - development of a novel study curriculum - Visits to other schools employing novel study curriculum - CPD for staff on novel study curriculum - Higher % ARE targets set for reading outcomes at FS, Y1 Phonics, KS1 and KS2 						
1.5	<p>Retain and develop successful previous initiatives to ensure that good practice identified by Ofsted is fully embedded, preserved and impacts positively on pupil outcomes.</p> <ul style="list-style-type: none"> - DIRT identified in timetable and carried out weekly - Basic Skills in Mathematics - Guided Reading files/format - QA system to be retained in its current form and used to provide CPD for aspiring leaders through paired observations and staff led work scrutiny. - Homework policy - Working Walls and classroom expectations 	SR	Ongoing	Regular meetings / QA	QA activities demonstrate that these activities are still ongoing. This is backed up by progress data that demonstrates at least good progress across all year groups.	SR See QA schedule	
1.6	<p>Ensure that teachers' skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD</p> <ul style="list-style-type: none"> - external courses provided through Learners First and ROSIS are fully exploited and targeted towards staff development needs. - Staff development needs identified through QA and performance management, as well as their areas of responsibility - SEND/attachment CPD provided to all staff to address the high levels of SEND needs identified throughout school - Obligatory PE CPD on a weekly basis for all teachers to ensure that their skills enable further 	SR	Ongoing	<p>££ to buy into ROSIS</p> <p>Cover to enable staff to go to external training</p>	<p>100% lessons are graded good or better.</p> <p>Half termly data shows that pupil progress is at least good.</p> <p>Data shows that an increasing number of children are achieving ARE.</p>	SR See termly QA Schedule	

	high achievement in this area for pupils and the school.						
Priority 2: Personal Development, Behaviour and Welfare Ensure that the school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive; pupils conduct is impeccable (Ofsted Outstanding Grade Descriptor).							
	Action	Lead Person	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)
2.1	Ensure that pupils and their families value education: attendance continues to rise to 97% and no individuals or groups of pupils are disadvantaged by low attendance. <ul style="list-style-type: none"> - Attendance target set at 97% - Forward planning for Eid - Bi-weekly attendance meetings across the hub led by MY - Weekly attendance reports produced by AH - Weekly home visits and calls home made by AH - Rewards for pupils' attendance continued and reviewed in consultation with school council and parent governors. 	AH	Ongoing	££ Salary of Attendance Officer Meeting time for Attendance Group Assembly slot	Overall Attendance for the school year 2017-18 is at least 97% Attendance of targeted PA pupils to improve.	Monitored by MY through fortnightly attendance meetings and weekly reports.	
2.2	Pupils' conduct is impeccable and high standards of behaviour are prevalent. Pupils are self-disciplined and incidences of low-level disruption are extremely rare. <ul style="list-style-type: none"> - Review and re-launch of Behaviour Policy - School council involvement in policy review - Behaviour Team established, possibly including pupils - Any major behaviour incidents recorded and analysed on CPOMS by the behaviour team - Regular assemblies on behaviour for learning - Review of playground duty rotas - Activity Leaders set up at Breaks and Lunchtimes 	EM	Autumn Term	Staff meeting time to share policy and ensure all staff deal with behaviour in a consistent, calm manner £ CPOMS ££ Pastoral Lead	Lesson observations and drop ins show that behaviour for learning is always at least good and that the needs of all pupils are being met. Children's behaviour in the playground is good and self-regulation is improving. There is a need for less adults to supervise the playground in order to manage behaviour.	SR Learning Walks/drop ins focussing on behaviour in lessons Staff, pupil and parent questionnaire	

<p>2.3</p>	<p>For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour.</p> <ul style="list-style-type: none"> - CPD on Attachment Disorder delivered to all staff - Attachment strategies to be used by staff to overcome negative attitudes as a result of attachment disorder - For extreme cases, team around the child to be set up and personalised strategies to be implemented - Attachment Work to be recognised by LA and Learners First to enable Coleridge to become a lead school - Support for all class teachers from SENCO, targeted first in Y1, Y2 and Y6. - One to one TAs provided where possible for children with high levels of need. - EHCPs drawn up for children with high levels of needs. 	<p>EM/KS</p>	<p>Autumn Term and ongoing</p>	<p>Leadership time for SENCO.</p> <p>Staff meeting/ INSET</p>	<p>Behaviour plans provide effective guidance for staff working with targeted pupils. Pupils' behaviour is improved as a result.</p> <p>Coleridge develops reputation as an Attachment Lead/Support school</p> <p>Staff, pupil and parent questionnaire recognise excellent behaviour</p>	<p>SR and SLT</p> <p>See QA schedule.</p>	
<p>2.4</p>	<p>Pupils are involved in decision making, they discuss and debate issues in a considered way, showing respect for others' ideas and points of view</p> <ul style="list-style-type: none"> - Pupil Voice is sought, analysed and acted upon regularly, i.e. through QA, in assemblies, through pupil questionnaires and class discussions. - School Council to be re-established: manifestos written and presented in classes/assemblies and children voted in. New uniforms purchased and bi-weekly meetings arranged. 	<p>CL</p>	<p>Autumn Term</p> <p>First meeting in September</p>	<p>Leadership time – AHT.</p> <p>Meeting time with School council</p>	<p>Their suggestions are actively used in school improvement plans.</p> <p>Regular meetings held (at least monthly).</p> <p>School council represent children's views in leadership / staff meetings where appropriate</p> <p>Decisions around Curriculum/Teaching & Learning are made through consultation.</p>	<p>SR</p> <p>Pupil questionnaires</p>	

<p>2.5</p>	<p>Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p> <ul style="list-style-type: none"> - P4C is planned for and delivered on a weekly basis in all year groups; this impacts positively on children’s SMSC development - Regular P4C days are held; parents are invited and encouraged to attend - P4C Gold Award is retained - Pupil Voice is sought, analysed and acted upon regularly, i.e. through QA, in assemblies, through pupil questionnaires and class discussions. - Children take on roles and responsibilities in school, for example: Play Leaders, ‘Internet Queens’, and Library Assistants. 	<p>HH</p>	<p>Autumn and ongoing</p>	<p>Leadership time – HH.</p> <p>CPD on subject leadership for HH.</p> <p>Staff meeting time</p>	<p>P4C Gold Award is maintained.</p> <p>QA shows that P4C is planned for on a weekly basis and impacts positively on how pupils interact.</p> <p>Lessons observations</p> <p>Learning walks linked to behaviour for learning</p>	<p>SLT</p> <p>Se QA schedule</p>	
<p>2.6</p>	<p>Safeguarding continues to be highly effective: children feel safe and secure at all times.</p> <ul style="list-style-type: none"> - Continued slot at staff meeting - Regular training for all staff - Bi-weekly safeguarding team meetings - Continued in depth training for members of safeguarding team on Domestic Violence, CSE, FGM, - Continued anti-bullying work with children, including cyber bullying and CSE - External review of SCR - Continuation of updated induction procedures; induction procedure tailored for students and trainees - Safeguarding leaflets given to all visitors new to the school 	<p>KS</p>	<p>Ongoing</p>	<p>Staff meeting</p> <p>Access to high quality CPD</p> <p>£ CPOMS</p>	<p>Safeguarding Audits carried out by governors demonstrate that practices are exemplary.</p>	<p>Govs – safeguarding audits.</p>	

Priority 3: Outcomes for Pupils

Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points (Ofsted Outstanding Grade Descriptor).

	ACTION	Lead	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)
3.1	<p>Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.</p> <ul style="list-style-type: none"> - investment in more challenging reading books to increase pupils' knowledge of a broad range of authors - ensure all classrooms have a good supply of suitably challenging home reading books - raise the profile of reading throughout school through staff and pupil book clubs, development of a library/gallery, classroom learning environments to be based on novels being studies - ensure adequate staffing to support the teaching of small-group, high-quality phonics at FS and KS1. - Weekly reading booster clubs for Y6 pupils - parents' welcome meetings focussing heavily on reading - 1:1 reading provided for those children who do not read at home - assemblies focussing on reading high quality texts to children for enjoyment - CPD on the teaching of reading - development of a novel study curriculum - Visits to other schools employing novel study curriculum - CPD for staff on novel study curriculum - higher % ARE targets set for reading outcomes at FS, Y1 Phonics, KS1 and KS2 	SP	Ongoing	<p>Release time and ££ for novel study training.</p> <p>Staff meeting time</p> <p>££ for staffing of small phonics groups</p>	<p>Outcomes of Y1 phonics check reflect at least national figures.</p> <p>Reading outcomes at KS1 and KS2 are between 5-10% higher than in 2017: KS1: 72% KS2: 54%</p>	<p>SR and SLT</p> <p>Half termly data reports presented to SLT.</p>	
3.2	The attainment of almost all groups of pupils is broadly in line with national averages or, if below	CL	Ongoing	SLT time	Half termly data shows that increasing % of	SR and SLT	

	<p>these, it is improving rapidly and the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures.</p> <ul style="list-style-type: none"> - Analysis of 2017 Outcomes to feed into development planning and pupil progress meetings - Increased % ARE targets set for reading, writing and maths at FS, KS1 KS2 - Increased % ARE targets in Y1 Phonics Check - % reaching higher levels in reading, writing and maths are maintained. - DHT and AHT out of class to support across KS2 with booster groups and team teaching to provide scope for smaller group teaching and improved quality first teaching - continued raised expectations of the attainment of all pupils - early intervention programmes established and monitored to accelerate progress in year groups; this is teacher-led wherever possible. - new reading resources and staff CPD on guided reading - Y6 mentoring continued - half termly rigorous pupil progress meetings - annual personalised provision mapping for pupil-premium - staff CPD directly linked to the outcomes of QA/performance management - support from SENCO to ensure progress above average for SEND, targeted first in Y1, 2 & 6. 			<p>CPD for SLT – data reports</p> <p>Staff meeting time</p> <p>££ for staffing of small groups teaching.</p> <p>Regular PP meetings involving HT DHT and AHT.</p>	<p>children are reaching ARE across all year groups in all subjects. Particular focus will be placed on reading and GPS.</p> <p>Outcomes of Y1 phonics check reflect at least national figures.</p> <p>Outcomes at KS1 and KS2 are increased from 2017, particularly in Reading and GPS.</p>	<p>Half termly data reports presented to SLT by subject leaders.</p> <p>CL reports at SLT meetings</p>	
<p>3.3</p>	<p>More able children are challenged effectively: they achieve highly and make good progress.</p> <ul style="list-style-type: none"> - high quality first teaching ensures that HAPs are effectively challenged across all phases and year groups, particularly the EYFS. 	<p>CL/EM</p>	<p>Ongoing</p>	<p>Staff meeting time</p> <p>Regular PP meetings</p>	<p>Half termly data shows that increasing % of children are reaching ARE across all year groups in all subjects. Particular focus will be</p>	<p>SR and SLT</p> <p>Half termly data reports presented to SLT by subject leaders.</p>	

	<ul style="list-style-type: none"> - enrichment activities are undertaken to broaden and deepen HAPs knowledge and provide opportunities for the application of their skills. - EAZMAG clearly identifies children who attained highly at last KS, and a separate group who have the potential to achieve highly at the next KS. - Progress and achievement of these groups are monitored half-termly - % reaching higher levels in reading, writing and maths are maintained. 			involving HT DHT and AHT.	<p>placed on reading and GPS.</p> <p>Outcomes of Y1 phonics check reflect at least national figures.</p> <p>Positive % at KS1 and KS2 reaching higher levels in reading, writing and maths are maintained.</p>	CL reports PP outcomes half termly SLT meetings	
3.4	<p>Throughout each year group, in Foundation Subjects, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</p> <ul style="list-style-type: none"> - Termly summative assessment introduced in all foundation subjects - CL to lead CPD on data analysis for subject leaders - Subject leaders to analyse data on a termly basis and report back to SLT and staff - Subject leaders to update action plans termly based on this. - Subject leaders to receive release time specifically to undertake the above. 	CL	Ongoing	Staff meeting time	Half termly data shows that increasing % of children are reaching ARE across all year groups in all subjects.	SR and SLT CL reports at SLT meetings	
3.5	<p>Pupils continue to achieve highly in sporting competitions</p> <ul style="list-style-type: none"> - Weekly PE CPD for all teachers - Work towards Gold Award for Sports - Participation in all sporting events and competitions - Continued use of Live and Learn Sports to deliver PE sessions and staff CPD 	BM	September onwards	<p>£ for cover, transport and time</p> <p>Leadership time – BM</p> <p>££ - Live and Learn</p>	<p>The school achieves the Gold Award for sports.</p> <p>Children continue to reach local and regional finals.</p>	SLT Achievements award ceremonies.	

	- Achievements are celebrated in special assemblies/award ceremonies			Hall time – practice.			
3.6	<p>The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll continues to match or improve towards that of other pupils with the same starting points</p> <ul style="list-style-type: none"> - DHT and AHT out of class to support across KS2 with booster groups and team teaching to provide scope for smaller group teaching and improved quality first teaching - continued raised expectations of the attainment of disadvantaged and SEND pupils - early intervention programmes established and monitored to accelerate progress in year groups; this is teacher-led wherever possible. - half termly rigorous pupil progress meetings focus in on these groups - annual personalised provision mapping for pupil-premium - IEPs for SEND children - support from SENCO to ensure progress above average for SEND, targeted first in Y1, 2 & 6. - enrichment activities are undertaken to broaden disadvantaged children’s experiences and skills - EAZMAG clearly identifies disadvantaged and SEND children. - Progress and achievement of these groups are monitored half-termly 	CL/EM	Ongoing	££ to fund additional staff.	<p>Data shows that the outcomes of PP and SEND pupils is negligible.</p> <p>Half termly data demonstrates that the gap between PP and Others at KS2 reading and maths closes throughout the year.</p>	<p>SR and SLT</p> <p>Half termly data reports presented to SLT by subject leaders.</p> <p>CL reports PP outcomes half termly SLT meetings</p> <p>EM reports SEND</p>	

Priority 4: Early Years Foundation Stage

Improve provision and outcomes in the early years

The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period (Ofsted Outstanding Grade Descriptor).

ACTION	Lead Person	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact
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							(dated entries)
4.1	<p>Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. These lead to clear next steps in learning.</p> <ul style="list-style-type: none"> - CPD through joint observations of children with EYFS lead/highly skilled team members for those whom QA shows require support. - Where possible, staff meeting time for EYFS is spent on team meetings to develop practice in this area. - Targets set in learning journeys are backed up by secure knowledge of child's previous achievements and by high expectations of what they can achieve, especially for HAPs - Targets in learning journeys are returned to, and evidence provided to demonstrate that children have met their next steps before new targets are set. - Staff are given time to ensure learning journeys are kept up to date and this is monitored through QA and regular moderation across the hub and the school. - School QA documents are tailored to EYFS needs. 	JV	From September and ongoing	<p>EYFS CPD in house sessions evidenced and delivered by JV</p> <p>Target sessions delivered in house by JV</p> <p>Timetabled sessions implemented</p>	<p>QA shows that all EYFS staff good or better in delivery of sessions</p> <p>All EYFS clear on DM statements. HAPs children to show Expected/Exceeding GLD outcomes</p> <p>Book scrutinies show that targets are dated and evidence collected</p>	SR and SLT See QA schedule	
4.2	<p>Provision across all areas of learning is planned meticulously and is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities. Adults' expectations are high so that the most able are challenged appropriately to make stronger progress.</p> <ul style="list-style-type: none"> - Targets set in learning journeys are backed up by secure knowledge of child's previous achievements and by high expectations of what they can achieve, especially for HAPs 	JV	From September and ongoing	<p>Target sessions delivered in house by JV</p> <p>Homework menu meeting to disseminate to parents</p> <p>Joint hub learning walks</p>	<p>Book scrutinies and moderation show that all EYFS staff are clear on DM statements. HAPs children to show Expected/Exceeding GLD outcomes</p> <p>GLD outcomes to reflect challenge in increase from 61% to 70 %</p>	SR and SLT See QA schedule	

	<ul style="list-style-type: none"> - Targets in learning journeys are returned to, and evidence provided to demonstrate that children have met their next steps before new targets are set - A homework menu is provided on the website. This is tailored to month bands so that parents can be directed to select appropriately challenging activities to undertake with their children at home - A highly stimulating learning environment provides stretch and challenge for all, even for the most able children. - Adults challenge children to take the next step in their learning at every opportunity. 			Differentiated activity planning for all continuous provision			
4.3	<p>Adults take every opportunity to promote language and writing skills well.</p> <ul style="list-style-type: none"> - Adults consistently model high quality language through their interactions with children and through storytelling. - The setting displays language which is modelled and accessible to children - Language opportunities are exploited in every vehicle for learning 	JV	From September and ongoing	<p>Talking Tables interventions are included on the timetable</p> <p>Differentiated language provided in all areas</p>	CL and ELG outcomes increased in line with predictions of 70% for CL , reading and writing	SR and SLT	See QA schedule
4.4	<p>Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.</p> <ul style="list-style-type: none"> - GLD targets are set at least 10% higher than 2016 - Termly data analysis shows that the gap between disadvantaged children and others is closing - Half termly pupil progress meetings with HT, DHT and AHT 	JV	From September and ongoing	<p>Target children identified on all planning</p> <p>Disadvantaged pupils identified on planning and tracked</p> <p>Templates provided to track children</p>	<p>GLD Target: 70%</p> <p>Data shows that the gap between disadvantaged in line with national or better. All staff aware of these pupils and their next steps.</p>	SR and SLT	<p>See QA schedule</p> <p>JV to resent half termly data reports to SLT</p>
4.5	<p>Incisive evaluation of the impact of staff's practice leads to rigorous performance management and</p>	JV	From September and ongoing	Templates updated and introduced.	All documentation in line with QA school documents, and shows	SR and SLT	

	<p>supervision. Highly focused professional development improves the quality of teaching.</p> <ul style="list-style-type: none"> - School QA documents are tailored to EYFS needs. - Timings and documents for PP meetings produced in line with rest of school by CL/JV. - PP meetings undertaken half termly, in the same week as others in school for both F1 and F2. These give particular focus to groups of disadvantaged/SEND/HAPs children. - Observations/learning walks undertaken of all adults, in both taught sessions and in continuous provision. These are paired to reflect developments in QA in the rest of school. - Targeted internal/external CPD for those adults who, highlighted through QA systems, need support to plan, teach and/or assess accurately, or with high expectations. 			<p>Training given for implementation</p> <p>CPD training for specific identified needs. Weekly EYFS staff meetings</p>	<p>increased outcomes on pupil attainment</p> <p>QA shows that all adults to be delivering at least good taught, and float sessions. Impact on ELG outcomes % raised</p>	<p>See QA schedule</p>	
4.6	<p>Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.</p> <ul style="list-style-type: none"> - Joint PPA with outstanding setting across the hub - Regular dissemination of high quality practice in teaching and learning briefings and in hub PPA - Children's initials recorded on planning to show where their needs and interests have been catered for. - Tailored CPD for staff (see above) 	JV	<p>From September and ongoing</p> <p>PPA sessions. CPD as above</p>	<p>New incentives implemented from PPA rigorously implemented</p>	<p>Outcomes for all children show outstanding progress (F1 4+steps. F2 7 + steps)</p> <p>QA shows that all adults to be delivering at least good taught, and float sessions. Impact on ELG outcomes % raised</p>	<p>SR and SLT</p> <p>See QA schedule</p>	
<p>Priority 5: Leadership and Management</p> <p>Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p>							
	ACTION	Lead Person	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)

5.1	<p>Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.</p> <ul style="list-style-type: none"> - Continued development of QA System - Middle leaders trained to lead on aspects for their subject - Staff to undertake work scrutinies and observations in order to take ownership of their development - Continued link between QA and performance management system - PM system introduced for support staff - PM linked to pay - Introduction of support staff appraisal system – in line with Trust 	SR	Ongoing	<p>Release time for staff to engage in QA activities</p> <p>CPD for leaders</p>	<p>Observations, book scrutinies, planning scrutinies, pupil voice, parent voice, tracking data and learning environment checks completed for each teacher and recorded on 'Teacher on a Page' QA Document.</p> <p>Monitoring informs Staff CPD and QA documentation shows that this impacts positively on the quality of teaching, learning and assessment.</p>	<p>Regular meetings between MY and SR to discuss outcomes of monitoring activities.</p> <p>Regular discussions at SLT/Govs to facilitate staff CPD.</p>	
5.2	<p>Leaders' work is recognised externally as high quality and they take part in system leadership across the Rotherham Hub and the wider Local Authority.</p> <ul style="list-style-type: none"> - Various leaders/staff support new schools to the Trust in their area of expertise - New SLEs are designated and both new and existing SLEs are deployed. - New NLE application/designation - New moderators are trained/retained and deployed across the LA. - Staff are appointed as Student Mentors and effectively support trainees and students in their teaching practices - KS/EM are designated Attachment Lead Practitioners and share their skills with others in the hub and the LA 	SR	September and ongoing	<p>Time and ££ cover to enable staff to carry out support work in other schools/attend CPD</p>	<p>SLEs deployed and impact positively on the development of other schools.</p> <p>Coleridge is recognised as an Attachment Lead school</p> <p>New SLEs and NLEs are designated</p>	<p>Govs</p> <p>Termly Headteacher report to governors.</p> <p>Finance reports demonstrate income from SLE deployment</p>	
5.3	<p>Leaders create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. As a result,</p>	SR	Spring Term onwards	££ for TLR 3 (made from	Research projects bring about innovative practice which positively impacts	SLT	

	<p>staff reflect on and debate the way they teach and they feel deeply involved in their own professional development.</p> <ul style="list-style-type: none"> - CDP linked to PM, responsibilities and QA system that is evolving to incorporate self and peer assessment. - Middle leadership CPD develops staff confidence to innovate in their subjects/areas of expertise (FACET Mode) - Minimum TLR3 payments (£517) are advertised as pedagogical research projects. The outcomes of these are to improve practice in school i.e. homework research and development, pedagogy research. Possibility of these being linked to Learners First/Sheffield Hallam for access to research papers/conferences/speakers/experts. - Teaching and learning briefings further developed through increased ownership from staff. 			<p>SLE/NLE deployment)</p> <p>Access to CPD</p> <p>Staff meeting time – CPD on subject and middle leadership</p>	<p>on T, L & A. This should focus on school improvement priorities: Novel Study and Reading in the first instance.</p> <p>Improved performance of middle leaders who have increased confidence to lead subject areas.</p>	<p>Research outcomes and reports.</p> <p>QA system – lesson observations.</p>	
5.4	<p>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils.</p> <ul style="list-style-type: none"> - Leaders and governors to increase income into school in order to support improvement priorities through opportunities such as: <ul style="list-style-type: none"> o Investment in and support ‘My Pebble’ o SLE deployment o ITT Students o Business Sponsorship o Additional SEND funding from LA o Inclusion Support Grants o Fundraising Events o SSIF bid - Governors to carry out SEND and PE Grant reviews to ensure efficiency of spending 	SR	Ongoing	<p>Meeting time</p> <p>Regular contact</p> <p>£ through fundraising and</p>	<p>Governors/Trustees take an active role in providing support and challenge of both achievement and financial management.</p>	<p>CLPT – Governors Meetings</p> <p>HTs reports completed termly.</p> <p>Audit reports</p>	

<p>5.5</p>	<p>Further develop opportunities for parental engagement in order to impact positively on children’s progress towards expected standards.</p> <ul style="list-style-type: none"> - Introduction of Schoolzine mobile app to increase opportunities for visual, targeted and translatable communication with parents - Increased translation of signs/letters around school - Parents invited to termly award ceremonies to replace the weekly ‘special’ assembly. - Partnership with governors to set up special ‘Projects’ - Establish a PTA - Termly Family Events Fayres/discos/events i.e. Bonfire Night/Summer BBQ - Parents invited to Themed Days i.e. Den-building, P4C, Forest School - Welcome meetings in every year group - Workshops to help parents support their children (translators available) - Continuation of Open Evenings - ‘Summer Extravaganza’ to be led by parents 	<p>SR/AH</p>	<p>Ongoing</p>	<p>Regular meetings SR and parent gov.</p>	<p>Parents take a more active role and increased ownership of school life.</p> <p>Increase number of successful parental engagement sessions.</p>	<p>SLT/Govs</p> <p>HT reports / SEF updates.</p>	
<p>5.6</p>	<p>Leaders and governors have created a culture that enables pupils and staff to excel.</p> <ul style="list-style-type: none"> - Staff morale events planned i.e. Christmas Party, nights out - New staffroom board focus – Random Acts of Kindness - Secret ‘Saint’ Weeks – each member of staff chooses a name and has to be supportive/kind all week - Staff star of the week – announced in briefing weekly - Additional PPA on a rota basis - TLR3 payments for research projects linked to the SSIF bid - Tailored external CPD opportunities 	<p>SR</p>	<p>Ongoing</p>	<p>££ for TLR 3 (made from SLE/NLE deployment)</p> <p>Access to CPD</p> <p>££ - cover for PPA</p>	<p>Staff questionnaires show that staff morale is high</p>	<p>SLT – see QA schedule</p>	

	<ul style="list-style-type: none"> - Staff encouraged to go on residential through time off in-lieu. - Leaders are supportive of family commitments and routinely allow parents to attend events with their own children/families. 						
5.7	<p>SLT and staff to review the current curriculum to ensure that it successfully meets the needs of Coleridge children and impacts positively on their outcomes.</p> <ul style="list-style-type: none"> - Regular SLT curriculum review meetings - Staff meetings - Pupil/Staff/Parent voice to be sought re: key skills required - Involvement of school council - 7 strands: SMSC; communication & language; physical; literacy; mathematics; knowledge of the world, incl. science; creative. - Investment in language-rich children’s literature - Topics to be planned around literature with Novel Study approach - Timetable review - January 2018 launch 	SR/SP	<p>January 2018 launch for Novel Study</p> <p>Foundation Subjects Curriculum September 2018 Launch</p>	<p>Training: Novel Study, Metacognition, Language Development</p>	<p>Lesson observations, planning scrutinies, work scrutinies and questionnaires demonstrate that children are engaged in learning and that the curriculum meets their needs.</p> <p>Monitoring informs Staff CPD and QA documentation shows that Novel Study impacts positively on the quality of teaching, learning and assessment in reading. This in turn supports raised outcomes in reading in 2018.</p>	<p>SLT / MY</p> <p>Regular meetings between MY and SR to discuss outcomes of monitoring activities.</p> <p>Regular discussions at SLT to facilitate staff CPD.</p>	

Initials and responsibilities:

Other acronyms used in document:

SDP	School Development Plan
SLT	Senior Leadership team
EYFS	Early Years Foundation Stage
KS1	Key Stage 1
KS2	Key Stage 2
HAPs	Higher Attaining Pupils
MAPs	Middle Attaining Pupils
LAPs	Lower Attaining Pupils
SEND	Special Educational Needs and Disabilities
TA	Teaching Assistant
T&L	Teaching & Learning
PSP	Personal Support Plan
SMSC	Spiritual, Moral, Social, Cultural
PDBW	Personal Development, Behaviour & Welfare
P4C	Philosophy for Children
TBC	To be confirmed

SLT

MY	Mark Young - Executive Headteacher
SR	Sam Robinson – Head of School
EM	Emma Moses – Deputy Head/SENCO/UKS2 Lead
CL	Charlie Lowe – Assistant Head/Outcomes/LKS2 Lead
JV	Janet Vickers – Assistant Head/EYFS Lead
SP	Sarah Pearson – KS1/English Lead
LF	Liz Foster – Teaching and Learning Lead/Science Lead
LD	Lizzie Dallamore – Maths Lead